



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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pretty, and if neatly arranged in boxes they will give the children much pleasure. The leaves of trees, mounted and named, can be easily done, and are not difficult to dry well. The flowers of any special order, say compositæ or umbelliferae, a collection of grasses—sedges or rushes—will give plenty of work for one season. The fruits of any one only, will give plenty of work for one season. A very pretty order might also be done by the younger children. A collection can be made by procuring all the seeds used in either gardens or on farms. These should be put into small pill boxes with some of the seeds gummed on to the lid.

Collections of land shells are most beautiful if they are neatly mounted and named. Some of our land Molluscs possess exquisite shells, and many may be found empty along our waysides and hedgerows. I do not think I need say much about sea shells and seaweeds; they appear to be universally collected by children, especially shells. A nice way is to make a neat cabinet for them, and one which can be easily used for exhibition purposes; this may be made out of a few dozen match boxes, fitted neatly into a wooden box, stood on end; if paper fasteners are used for handles, and a nice suitable paper used for covering them, a very ornamental cabinet will repay you well for your trouble. Match boxes of all sizes may be had, 36 small ones fitted into a cigar box will hold an immense number of small shells. I think the most interesting collection that can be made by a family of boys and girls living in the country is one which illustrates as far as possible the Natural History of the village or neighbourhood in which they live. It is surprising how many things can be found if only the eyes are opened to see them. This is not to be done without practice, as the eye sees exactly that which it is trained to see, and it is a great help, if we have a definite object in seeing.

Fossils abound in many neighbourhoods, nice clean ones that come clear out of the stones and soil; beautiful shells and sea urchins of all kinds may be found without difficulty, and many happy hours may be devoted to the search. Page's Geology (new edition) is a great help to beginners in the study of Geology.

A painted collection of flowers could be done by any child with a talent for drawing. This, if persevered in, may prove a lasting benefit to the person concerned, and be of much use in the cause of science, as it is rare to find artists who can draw flowers scientifically so as to be of value as illustrations and to aid definition.

The November Exhibition in connection with the P.N.E.U. may be a help to some of you, as affording an object for definite work with the children.

LIST OF COLLECTIONS.

Insects, if it can be done under supervision, and then only in special cases; birds' eggs and nests, under supervision; merry-thoughts and skulls of birds; skulls of other small animals; birds' skins and feathers, dead birds are often found, especially in winter; shells and seaweeds; corallines; land shells.

BOTANY.—Flowers, general herbarium; flowers, special orders selected; leaves of trees for the younger children; fir cones; fruits and seeds; grasses, sedges or rushes only; galls, oak specially, but include any others you may find; general collection, illustrating the Natural History of your neighbourhood; flowers painted from life.

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DEAR MADAM,—I feel most strongly on the subject you refer to about the over-pressure of the present day in all our schools. Although my children are but babies, and have not yet begun their school careers—a period of their lives which I look forward to with much dread—I am delighted to send my name to be added to any list of parents protesting against the present pressure of work and long hours indulged in at all modern schools. A leading member of the educational department in India once told me that up to six years old a child should not be taught regularly at all, that after that age one hour a day should be given, and that each year another hour a day might be added until five hours a day were reached, and that *never* should more than five hours a day be devoted to intellectual study. Can we not demand that our children should not have more than four hours in school per day and one hour for preparation? Children should have at least two hours in the open air if the weather will permit, and if there is time unoccupied there are many occupations which train the hand and eye which might employ them, without overtaxing their brains. And we should find our children more fully developed and far more fitly prepared for their careers in life.

Trusting that many other parents will add their names to the list,
Brook House, Bollington,

I am, yours truly,
Near Macclesfield.

ELIZABETH HICKSON.

DEAR EDITOR,—In reply to Mrs. Lawson's letter in the April *Parents' Review*, I should like to explain that we have some of the books needed for the Mothers' Educational Course in the Library, and hope in time to have them all. I have not the catalogue to refer to, but I believe we have the following:—"Carpenter's Mental Physiology," "Clews to Holy Writ" (Petrie), "Times of Isaiah" (Sayce), "Teaching" (Calderwood), "Manual of Personal and Domestic Hygiene" (Schofield), "Moral Instruction" (F. Adler), "Physiography" (Huxley), "The Art of Teaching Languages" (Gouin), "Home Education" (Mason), "The Little Red Mannikin" (Lankester).

Yours truly,

AGNES H. ANSON.
72, St. George's Square.

DEAR READERS,—I should like to say that one object of the *Mothers' Educational Course* is to secure that mothers shall possess themselves of a small educational library, consisting of books with which they are thoroughly familiar,—able to turn to any passage they want at a moment's notice. This sort of familiarity, with ever a score or so of helpful volumes is among the best results of study; and perhaps some such little library is the smallest professional outfit with which a mother should equip herself.—ED.

DEAR EDITOR,—In reply to "Mater Junior's" letter in your last issue, I am afraid the evils of which I complain are too grave to be remedied by any memorial to headmasters such as she suggests. My position is this.

I approve of home-work if it be suitable in quantity and quality to the capacity of the child, and if the school-hours be so arranged as to allow of at least two hours' play or outdoor exercise every day and one hour for such subjects as music, drawing or manual work of some kind. I like teaching my boy, and gladly give him whatever time is necessary that I can spare from my own work; but I cannot let him, at the age of nine, grind for two hours every evening at lessons that are generally beyond him and frequently absurd, when I know he has had no time all day for anything but sums and Latin exercises and other book-work. The root of the evil is in the appalling waste of time during actual school hours and this arises from two causes, (1) the incompetence of the masters, who have never learned how to teach and (2) inadequacy of the staff, each master in private preparatory schools having, as far as my experience goes, boys of two or three different levels of attainment before him at one time, so that none of them are fully employed more than half the time that they are confined to the schoolroom. If any proof is needed of the inability of schoolmasters to teach, it may be found in Mr. F. Storr's address to the Teachers' Guild at their recent conference at the Merchant Taylors' School. He says:—“We insist that the physician shall have laid the foundation by a systematic study of anatomy and physiology, and further that he shall have walked the hospital and so exercised his 'prentice hand under proper supervision. How long must we wait before we have a similar guarantee in the case of a schoolmaster? How long will they glory in their shame and proclaim on the housetops that there can be no theory of education because they knew none themselves? . . . that training may be of use to pupil-teachers, but is supererogatory or even detrimental in the case of university and public school men?”

Commenting on the supposed danger of overstrain from university boat-races and the like, the *Field* (Apr. 11) refers to the longevity and eminence in after life of so many “old blues,” compares the moral condition of the universities when such sports were not, and says, “Man requires excitement and interest. There is a danger for youth that if they cannot be furnished with wholesome excitement and occupation in their leisure hours, even at the cost of possible slight tax upon their physique, they may in sheer *ennui* resort to occupations calculated to sap both morals and health alike. . . . We cannot believe that, taken all round, health is injured for future life by competitions of this class as compared with the alternatives of old days, which tended so greatly to entice to less healthy and less moral attractions in leisure hours. We cannot keep our undergraduates in leading-strings; and it is safer to humour and encourage a bent which, at all events, cultivates courage, honourable emulation, self-control and asceticism, and so lays foundations hereafter for the desideratum of *mens sana in corpore sano*.” The same point was enforced at a meeting of the Assistant Masters' Association, on April 12th, when a letter was read from Mr. John Burns, M.P., urging “more athletics and less sport, more games and less gaming, and in all manly exercises toleration and fair play.”

I have only space to note the introduction by the Government of the Education Bill; the death of Dr. William Sharp, of Rugby, to whom

we owe the introduction of natural science into the curriculum of our public schools; the “Disadvantages of University Life,” in the *Spectator*, March 20th; and an address on the “New Education,” by Mr. Howard Swan, reported at length in the “Journal of Education” for this month.

April 16th, 1896.

PATER JUNIOR.

P.N.E.U. NOTES.

Edited by Miss FRANCES BLOGG, Sec., 28, Victoria Street, S.W.

To whom Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 30 copies of any prospectuses or other papers they may print.

The Library Committee acknowledge, with many thanks, the gift of the following books by their authors:—

“Springs of Conduct.” Professor Lloyd Morgan.
“Brush-work for the Kindergarten.” Mrs. Rowland Hill.
“Brush-work”; “Aunt Mai's Annual.” Mrs. Steinthal.
“Teacher's Guide to Child Pianist.” Mrs. Spencer Curwen.
“Exercises” (8 parts). Mrs. Spencer Curwen.
“The Country Month by Month.” Professor Boulger.
“Primer on Browning.” Mrs. C. V. Parsons.
“Locke's Thoughts on Education”; “Lessons on the Church Catechism.”
Rev. Canon Daniel.

“How Dante climbed the mountain.” Miss Selfe.

Also of the following:—

From Mrs. Franklin.—“Official Report of Women Workers”; “History of Scotland” (Mackenzie); “Levana” (Jean Paul Richter); “First Book of Psychology” (James); “Fresh Lights from Ancient Monuments” (Sayce); “Historical Reader” (Longmans); “First Lessons in French” (Gouin); “First Year of Scientific Knowledge”; “Care of Infants” (Jex-Blake); “Moral Training” (Miss Sherriff); Monthly copy “Journal of Education.”

From Mrs. Spencer Curwen.—“A Song, please” (C. Hutchins Lewis); “Songs and Games for the Kindergarten” (Tisdale & Gilbert); “Medley of Song” (Mrs. Scoggins); “Saltaire Kindergarten Games” (Lois Bates); “Saltaire Action Songs” (Lois Bates).

Also “A plea for a simpler life” (Dr. George Shene Keith), from Mrs. Keith.

“Strictures on Modern Female Education” (Hannah More).

BELGRAVIA.—On March 26th Canon Scott Holland gave an exceptionally able address on “Goads.” After speaking of education as simply evocation—the calling out of capacities and setting nature free—he went on to suggest that although all this was in a measure true, yet